

**UNIVERSITY OF SWAZILAND**

**INSTITUTE OF DISTANCE EDUCATION**

**BACHELOR OF ADULT EDUCATION**

**FINAL EXAMINATION PAPER APRIL/MAY 2008**

**TITLE OF PAPER: DESIGN AND DELIVERY SYSTEMS I**

**COURSE CODE: IDE-BAE 301**

**TIME ALLOWED: TWO (2) HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS**

**THIS PAPER IS NOT TO BE OPENED UNTIL THE INVIGILATOR HAS GIVEN PERMISSION.**

## INSTRUCTIONS

Answer any four Questions

### QUESTION 1

According to Nisbet (1993), 'constructivist theory', rests on the premise that *learners create their own knowledge, structuring it in their own personal way, in a search for meaning and understanding*. This implies that learning involves a personal construction of knowledge. As Zimmerman and Schunk (1989) say, "*Learning is not something that happens to students: it is something that is done by students.*"

Discuss the two statements above (20) in your own understanding and give a practical example (5) for each to support your response

[25 Marks]

### QUESTION 2

Distinguish between Asynchronous distance education and Online Learning; (10) In your explanation:

- ◆ Discuss the type of media/delivery system used in each of the above; (10)
- ◆ Provide a practical example. (5)

[25 marks]

### QUESTION 3

The SEBENTA Institute and other institutions dealing with literacy in Swaziland stress literacy education that is functional on the part of the learner. Based on this:

- ◆ Define functional literacy; (5)
- ◆ Using an example that requires reading skills, show how you can be functionally literate to deal with written items or materials; (15)
- ◆ Give an example, which has relevance to Swaziland conditions. (5)

[25 marks]

### QUESTION 4

The Internet and the World Wide Web (WWW) have the potential to help overcome the barriers of time and space in teaching and learning. With the aid of examples:

1. Briefly explain what is Internet (5)
2. List and discuss four educational uses of the Internet (8)
3. What are the constraints of using the Internet? (5)
4. How is the Internet a benefit to adult learners in Swaziland? (7)

[25Marks]

### QUESTION 5

As an adult learner in the distance education programme at UNISWA, you are required or expected to take initiative in directing your own learning. Lecturers and tutors are there to assist you for any problem/s you might have during the learning process.

- ◆ Define what is self-directed learning; and provide an example; (10)
- ◆ Discuss what you have to do to become a self-directed learner at the fourth stage of the SSDL model. (10)
- ◆ Discuss obstacles you may face to fulfill your goal as a self-directed learner. (5)

[25 Marks]

**QUESTION 6**

“Numeracy is the type of math skills needed to function in everyday life in the home, workplace, and community.” With the aid of two examples (workplace and community), define numeracy (5) and explain how numeracy is needed in the workplace (10) and community. (10)

[25Marks]

**QUESTION 7**

Adult Learning facilitators are required to design programmes that promote “Active Learning” on the part of the learner. While providing an example (5) explain the following principles which support the idea of active learning.

1. Beyond Information Given (BIG) [10]
2. Without Information Given (WIG) [10]

[25 Marks]

**QUESTION 8**

Design of delivery systems requires you to consider many factors that would enable the learners achieve the objectives. Given that you have to design instructional materials for learners in a Face-to-Face Mode:

- ◆ Select and explain a delivery system you would use; (5)
- ◆ List all the steps required for you to design it; (10)
- ◆ Select any two steps of the design process above and explain in detail. (10)

[25 Marks]

**QUESTION 9**

1. Distinguish between an instructional system and a delivery system while providing an example. (15)
2. Explain *instructional systems design* (ISD) in relation to the ADDIE Model. Are they the same? (10)

[25 Marks]